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5.1. INTRODUCTION

This chapter discusses a brief summary of the present study, major findings, educational implications and recommendations for further research study. The quality of a nation depends upon the quality of its schools which depends considerably on quality of the teachers as well as the capacity of headmaster and classroom climate which are the prime factors for fulfillment of the purpose. It is assumed that a healthy climate provides the improvement of the school that leads to better output and achievements their full potential. This thesis provides important perspectives of the quality indicators. Leadership quality of the Headmaster is an inspiring force that begets healthy school climate, effective teaching and learning process and also positive attitude of teachers towards the development of quality educational institution.

India needs multi-dimensional and broad based quality education to maintain its leadership in the 21st century. Secondary education is essential for the development of the country. It helps to transform the society. It must therefore, be relevant to the changing needs of the society. At the same time, it must have requisite quality. Therefore India should show her concern over the quality in education. Quality, in-fact is basic to the future development of secondary education. The investigator selected earmarked a few indicators to assess the quality of higher secondary school education in Salem district.

5.2. STATEMENT OF THE PROBLEM

The Leadership style of Headmasters, Classroom Climate and Teaching Effectiveness by evaluation of students, teachers and Headmasters form an integral part of Quality development in educational institutions. Keeping in mind the above indicators the investigator selected the problem which is titled as “Selective Indicators for the Contribution of Quality Development of Schools at Higher Secondary Level in Salem District”
5.3. OBJECTIVES OF THE STUDY

The major objectives of the present study are

1) To study the leadership styles of the Headmasters in higher secondary schools in Salem district.

2) To analyse the teachers’ perception of Classroom Climate in the higher secondary schools of Salem district based on the select sub sample.
   - Gender
   - Age
   - Qualification
   - Subject
   - Marital status
   - Community
   - Type of school
   - Teaching experience
   - Medium of instruction

3) To study the student evaluation on Teaching Effectiveness based on the select sub sample viz.,
   - Gender,
   - Type of school,
   - Location,
   - Subject
   - Medium,
   - Community,
   - Religion

4) To discover the relationship between the teaching and learning process and attitude of the teachers in Higher Secondary school of Salem district.

5) To find out the relationship between Leadership styles of the Headmasters, Classroom Climate and students evaluation of Teaching Effectiveness in the Higher Secondary school of Salem district.
5.4. **HYPOTHESES**

1. There is no significant difference in the Leadership styles of Headmasters with reference to their:

   - Commitment
   - Responsibility
   - Acceptance
   - Co-operation
   - Student support
   - Consideration for special children
   - Co-operation with parents
   - Staff development
   - Examination Reforms
   - Consideration for weak students or slow learners

2. There is no significant difference in teachers’ perception of Classroom based on the select sub samples.

   - Gender
   - Qualification
   - Subject
   - Marital status
   - Community
   - Type of school
   - Experience
   - Medium of instruction
   - Age

3. There is no significant difference in student evaluation on teachers’ attitude as based on the select sub samples

   - Type of school
   - Locality
   - Subject
   - Gender
   - Medium of instruction
Community and
Religion

4. There is no significant difference in student evaluation on Teaching and Learning process as reviewed by the students according to the
   Gender
   Type of school
   Locality
   Subject
   Medium of instruction
   Community
   Religion

5.5. PURPOSE OF THE PRESENT STUDY

   The purpose of the present study is to know the quality of the Higher Secondary Schools in Salem district on the basis of three indicators. The indicators are

1. Leadership styles of Headmasters.
2. Perception of classroom climate of the teachers.
3. Student evaluation of teaching effectiveness.

From the above aspects of the study the investigators

A To study the leadership style of headmasters in higher secondary schools of Salem district.
A To assess the perception of class room climate of the teachers.
A To know the attitude of teachers towards their teaching effectiveness and teaching learning process in the classroom.

5.6. SAMPLING TECHNIQUE

   A sample is a small proportion of a population selected for observation and analysis. Random sampling technique is adopted in this study. The sample comprises headmasters, teachers and students from higher secondary schools in Salem district. The government, government Aided, Matriculation and CBSE schools teachers, headmasters and students are taken for the study. Normative
survey method is used in the present study. As a whole the investigator selected 48 schools, 325 higher secondary teachers and 1436 students for the present study. The stratification of schools are based on type of management (Government / Government aided/ Matriculations), locality (rural and urban) sex enrolment (boys / girls / Co-education) and different core groups (Arts, Science & Computer science). Also the sample for the study consists of all the teachers (those who are handling class for XII standard) and headmaster – both male and female from the selected 48 higher secondary schools.

5.7. TOOLS USED FOR DATA COLLECTION

The tools used for the present study are as follows

- Leadership Style of Headmaster Questionnaire (LSHQ)
- Classroom Climate Questionnaire (CCS)
- Student Evaluation on Teaching Effectiveness (SETE)

5.8. MAJOR FINDINGS

From the analysis of the leadership style of headmasters in the higher secondary school of Salem district, the following conclusions or findings were drawn and presented according to the situation that occurs in the questionnaire.

In the situational test for assessing the leadership style of headmasters the present study observes the following findings.

In order to attend a workshop meant for Head masters, they will be away from the school for one week. In that situation only 22.91% of Headmasters affirm that it is the Headmasters duty to be present in that institution at the time of admission / examination.

In the area of Responsibility (organizing camp for school students during the vacation) 93.8% of Headmasters have more responsibility in the particular condition.

While the teachers are suggested a new way of scheduling the work. In such circumstance, 79.2% of school headmasters have acceptance quality in their style than other department’s heads.
Here the situation is handling the students strike. The present study shows that out of 48 headmasters of schools 89.6% headmasters have problem facing ability.

Here the situation is requisition made by the students to the headmasters for arranging special coaching class for public examination. From the study the investigator finds that 72.9% of the headmasters have empathy towards the students.

Here the management asks the Headmasters to admit the differentially able child in the school. In that situation 75.0% headmasters of higher secondary school have consideration for the development of the school.

The Head Master should impartial when the complaints from parents about school. In that situation, 52.1% of higher secondary school Headmasters have an interest to discuss the problem with teachers and students

Here the situation is an Assistant Teacher requests to be relieved from the current job to get a secured job. 87.5% of Higher Secondary School Headmasters have an adjusting quality in situations indicating the democratic attitude.

Here due to outside inspiration, the students ask for an easy evaluation in the practical examinations. In that situation the present study shows that out of 48 headmasters of schools 54.2% headmasters have decision making quality

Here the weak students need extra coaching in few subjects after the school hours.. In that situation the present study shows that out of 48 headmasters of the school 77.1% Headmasters have democratic idea towards making arrangements.

5.9.  DISCUSSION ABOUT THE LEADERSHIP STYLE

The quality and leadership style of heads are very prominent role for the development of the school. The efficiency of the school depends on the experience and skill personality and professional competence of the Headmaster. He may be described as the Sun around which the educational planets revolve.
The present study discussed the situational test for assessing the quality of the headmasters. One of the situations is handling the students strike. The result shows that out of 48 headmasters of schools, 89.6% headmasters have problem facing ability. The finding was supported by the Urick, Angela, Bowers Alex J., (2014). Their study explained that effective styles of principal leadership can help to solve the problems in the school.

The present study focuses that there are significant differences between the three indicators for assessing the quality of the schools. i.e., leadership style of headmasters, classroom climate and teaching effectiveness. The studies of Keshavarz, Mohsen, Vaziri, Seyed Ali, and Jafari (2013) also revealed that there is significant relationship among learning environment, quality education and transactional leadership style.

Shahzad (2007) identified three categories of indicators for quality education. They are input indicators, Process indicators and output indicators. The present study has also associated with same indicators.

Patel (1974) explained in his study the leadership, organizational climate and teacher’s morality are significantly related to the progress of the school. The present study also revealed and supported the same idea that is leadership style, classroom climate and teachers attitude are the prominent role for the development of the schools.

5.10. FINDINGS OF PERCEPTION OF THE TEACHERS IN THE CLASSROOM CLIMATE (Percentage analyses)

- 90% Higher Secondary School Teachers opine that they get encouraged by their colleagues in their teaching work
- 85% of Higher Secondary School Teachers opine that they are enjoying their teaching profession
- 94.47% of Government Higher Secondary School Teachers express that they have interest or dedication to teach low achieves students.
- 80% of Government and corporation Higher Secondary School Teachers did not lose their temper for student’s wrong answer.
• 90% of CBSE and Government Higher Secondary school teachers opine that they are not afraid of the critical question of the students, when compare to matriculation, government Aided and Corporation Higher Secondary school teachers
• 90% of Higher Secondary school teacher’s state that generally students are good; the prime duty of the teacher should maintain proper Psycho – social climate in the classroom.
• 80% of CBSE and government school teachers only feel that classroom teaching is very useful for one’s life
• 95% of Higher Secondary school teachers opine that their teaching profession is noble profession than other jobs
• 70% of Higher Secondary school teachers opine that the first generation learners have limited knowledge
• 85% of Higher Secondary school teachers opine that classroom teaching is essential for getting marks in the examination.
• More than 75% of Higher Secondary school teachers only opine that they are enjoying the jokes of the students in the classroom
• 95% of higher secondary schools teachers opine that it is possible for teachers to make all level of students to understand the lesson.
• 70% Higher Secondary school teachers state that the students clear their educational doubts without any hesitation
• 90% of Higher Secondary school teachers opine that they are encouraging the students in the classroom.
• 90% of Higher Secondary school teachers opinioned that there are adequate infrastructure facilities in the classroom
• More than 90% of Higher Secondary school teachers opine that they are using appropriate techniques in teaching.
• 80% of government, CBSE, aided and matriculation Higher Secondary school teachers opine that they are very particular in maintaining discipline in the classroom
• 80% of Higher Secondary school teachers opine that they are making the students to get the awareness in current affairs.
• 95% of Higher Secondary school teacher’s opinion that they create interest among the students and encourage them to participate in the classroom
• 75% of Higher Secondary school teachers opine that they are not interest to discuss the problem of an individual student amidst other students in the classroom.
• 95% of Higher Secondary school teachers opine that they are praising the students in the classroom
• 90% of Higher Secondary school teachers opine that they supervise the self-study of the students in the classroom.
• 95% of Higher Secondary school teachers opine that their students are very attentive in the classroom while they are writing on the blackboard.
• 90% of Higher Secondary school teachers opine that they allow the students to interact with them during the teaching hours.

5.11. FINDINGS OF CLASSROOM CLIMATE PERCEIVED BY THE TEACHERS

A Male and Female teachers in the higher secondary schools do not differ in their perception of classroom climate.

A Higher secondary school teachers with different educational qualification do not differ in their perception of classroom climate.

A Different subject teachers in the Higher Secondary Schools do not differ in their perception of classroom climate.

A The teachers belong to different community do not differ in their perception of classroom climate.

A Married and Unmarried teachers in the higher secondary school do not differ in their perception of classroom climate.

A Higher secondary school teachers from different types of schools do not differ in their perception of classroom climate.

A Tamil and English medium teachers in the higher secondary schools do not differ in their perception of classroom climate.
A Teaching experience of the teachers in the higher secondary schools do not differ in their perception of classroom climate

5.12. DISCUSSION ABOUT THE TEACHERS PERCEPTION OF CLASSROOM CLIMATE

Teachers have always played a pivotal role in the society. The destiny of the nation is being shaped in our classroom. Since children being our future nation builders, the teachers have a great responsibility in molding their character by giving quality education in schools. The present study revealed that 90% of Higher Secondary school teachers are of the opinion that adequate infrastructure facilities in the classroom and 95% of Higher Secondary school teachers opined that teaching is the noblest profession of all. The above statement of the present study result confirms that they have job satisfaction. OuShultui (2010) explained in his study those autonomous classroom climates have higher job satisfaction. According to him there is positive relationship between organizational climate and job involvement.

The present study result focuses that teaching experiences influence the teaching and learning process in the classroom and it is very helpful for the students to score marks in the examination. Matriculation, corporation and Municipal school teachers are very interactive and are able to appreciate the humor sense of students and enjoy their jokes in the classroom. The above statement is supported by Jill Reese (2007) who explained in his study that student and teachers interaction create successful environment and prevent problems. Ponitzet (2010) also states that well organized classrooms influence learning. The studies of Kelley and Robert (2005) examined that the teachers’ perception of their principal effectiveness are related to school climate.

From the inferential statistics of classroom climate perceived by the teachers, the present study concluded that there is no significant difference in their perception of classroom climate with the respect of gender, experience, qualification and marital status etc. Also the present study revealed that there is no significant difference among the different type of schools in their perception of
classroom climate. The same result was supported by Ilyan Hersian in his study on "job satisfaction of teachers and organizational climate.

5.13. FINDINGS FROM STUDENT’S EVALUATION ON TEACHERS’ ATTITUDE

- Government, Government-aided, Matriculation, Municipal and C.B.S.E. school students differ significantly in their response regarding the attitude of the teachers in the classroom.
- Rural and urban school students differ in their evaluation on Teachers attitude in the classroom.
- Different subject group students in the higher secondary schools do not differ significantly in their response regarding Teacher’s attitude in the classroom. Among them the vocational group students feel great extent to the Teacher’s attitude than other group students.
- Boys and girls do not differ in their feedback on Teacher’s attitude in the classroom.
- English and Tamil Medium students differ in their feedback about Teacher’s attitude in the classroom.
- Different religious students differ significantly in their feedback on Teacher’s attitude in the classroom.
- Different community students differ significantly in their feedback on teacher’s attitude in the classroom.
- Arts, science, vocational, commerce and Computer science group students differ significantly in their response regarding Teacher’s attitude in the classroom. Among them the vocational group students feel great extent to the teacher’s attitude than other group students.

5.14. FINDINGS FROM STUDENT’S EVALUATION ON TEACHING AND LEARNING PROCESS

A There is significant difference in teaching and learning process among different type of schools in Salem. Government, Government-Aided, and Corporation school student gave good opinion about teaching and learning process in the classroom.
A Urban school students feel more satisfaction with the teaching and learning process in the classroom.

A Arts, Science, Vocational students differ significantly in their response regarding the evaluation on teaching and learning process.

A Male and female students differ significantly in their response regarding the evaluation on teaching and learning process. Here female students show great extent to the teaching effectiveness.

A Tamil medium students feel great extent to teaching learning process in the classroom than English medium students.

A Among different community students, ST students gave good opinion about teaching learning process occurred in their classroom.

A Different religious students differ significantly in their response regarding the evaluation on teaching

5.15. DISCUSSION ABOUT TEACHING EFFECTIVENESS EVALUATED BY THE STUDENTS

In recent years, there has been an increased concern among practitioners and educational researchers about the practical side and effectiveness of teaching. In the present study, significant correlation is found between the teaching and learning process and attitude of teachers, which directly influence the effectiveness of teaching. So teachers' should be positive as it leads to promote the teaching and learning process in the classroom and ultimately it will enhance the quality of the school. The present study finding is supported by the study of Robert R. Machregor (2007) who expressed quality education strengthens the teaching and learning process. David Frosta (2010) found that teacher’s attitude improves the quality of teaching and learning

Swatantradeviet.al., (2005) states that quality cannot come without proper planning and positive attitude of the teachers. Also, the findings of Clement Gauther Martial Dembele (2004) revealed that teachers were the most influential factor in teaching - learning. In the present study too it is clear that most of the Higher Secondary students expressed a positive opinion about the teachers, so it is
clear that the prime factor of teacher’s attitude is very important for both effective classroom teaching and also for improving the quality of school. In 2005 Global Monitoring Report titled “The quality imperative” – illustrated that initiatives to improve the quality of education need to be firmly focused on improving teaching and learning at the same time as paying attention to all. An educational system has to have a well-built evaluation system to prove its quality. It can serve as a useful instrument for measuring the effectiveness of teaching.

5.16. EDUCATIONAL IMPLICATIONS OF THE STUDY

The study investigated the selected indicators which contribute to the development of quality in Higher Secondary schools in Salem district. The study implies that objectivity, receptivity, sincerity and accountability of educators will contribute a great deal in quality development in schools.

The research findings confirm that selective process indicators are very important for the development of quality of the schools and the management and head of the school create positive environmental climate for the teachers, it will improve the teaching and learning process in the classroom. Also the study implies that the heads of school need to be oriented and encourage attending the workshop and also considering the necessity of the schools. They can discuss with the teachers and the parents for taking the favorable decision for some of the activities carried out in the school. With this the parent teachers association can be strengthened.

The heads of the school should be impartial and adjust with the staff members in the school. Teachers should give the life oriented education to the students; they are the future builders of the nation. But teachers should be the role model for the students.

The policy makers recommend the heads of the institution to have counseling cell for solving the problems of the students and sometimes for the teachers

5.17. SUGGESTIONS FOR FURTHER RESEARCH

The findings and results of the study have revealed a number of facts. These provide researchers with a number of relevant issues that could be subjected to further investigation. Some of the recommendations are on follows.
a. The same study can be conducted for assessing the quality of higher education.

b. To study the impact of classroom climate and learning achievement of the students.

c. Selective indicators for the contribution of quality development may be carried at high school level or at higher secondary level in other district also.

d. We can use other indicators to assess the quality of school or college.

e. Attitude of college teachers towards their teaching effectiveness.

f. Teaching and learning process in the same study can be conducted in the area of total quality management of the institution.

5.18. LIMITATIONS OF THE STUDY

Limitations are of different types according to the Type of research undertaken. It would be a good practice to mention the limitations in the research design. Hence the researcher has also given some of the limitations.

1. The present study has been limited to Salem District
2. The study is confined only to Higher secondary students
3. The study has been restricted to only 48 Headmasters from Salem district.
4. Most of the headmasters in the sample are male persons.
5. Majority of the students are from urban areas.
6. Socio-Economic status are not held constant in the sample

The schools under study include schools in both rural and urban areas and schools meant for only boys, only for girls and for both. The present study is primarily concerned with the secondary education system as it obtains in the district of Salem.

For the purpose of the study the investigator has taken only the secondary stage which is the backbone and crucial stage of education. Even if it is unanimously agreed that the 3 stages of education are inter related and inter-dependent the investigator has delimited his area of study to the secondary stage.
considering the vital role it has to play in fulfilling the nations expectations by preparing the students both for higher education and to be productive citizens.

5.19. CONCLUSION

“The destiny of the nation should be shaped in the classroom” Kothari commission. Therefore the empirical measurement of Headmasters’ style, Classroom Climate and Teaching Effectiveness are needed to enable the educational institutions to formulate and practice the indicators to develop the quality. There is an important need to develop some continuing orientation programs for Headmasters and teachers. It will improve the good classroom climate and maintain quality in the schools.
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LEADERSHIP STYLES OF HEADMASTER

Dear Headmaster,

I have taken up the above topic for my Ph.D. dissertation work. I request you to kindly cooperate with me by answering the following questions. Your responses will be kept in confidential and will be used only for research study.

Thanking you,

Yours sincerely,
S. Santhi

Name: 
Age: 
Qualification: UG / PG / M.Phil / Ph.D
Caste: OC / BC / MBC / SC / ST
Locality: Rural / Urban
Marital Status: Married / Unmarried
Type of college:
Type of School: Govt / Govt.Aided / Matric / Corp / Municipal
Teaching experience: 

(Choose one response alternative from the three given after each of the following situational descriptions and circle a, b or c.)

1) In order to attend a workshop meant for head masters, you are to be away from the school for one week. The annual examination of the school and new admission would be conducted during this period. But it is not compulsory for you to attend the workshop.
   a. I shall ask the school management to make suitable arrangements in my absence and attend the workshop.
   b. I shall attend the workshop. Our teachers are well experienced. They can run the school quite efficiently even in my absence. I shall distribute the charges amongst the teachers and the assistant head master will be in over all charge.
   c. A headmaster cannot be away from the school for a period of one week, especially at the time of examination and admissions. I will not attend the workshop.

2) The Director of Public Institution has written to you, to undertake the responsibility of housing and organizing a camp with participants from 10 schools during the December vacation. Your teachers are very reluctant to have it in your school. Your are expected to reply to the Director of Public Institutions.
   a. I shall write to the D.P.I. that the school will undertake the responsibility and shall tell the teachers that they have to organize the camp whether they like it or not.
b. If the teachers are not willing then Headmaster cannot do anything. I shall have to write to the D.P.I. that the school cannot organize the camp because the teachers are not wanting of.

c. The organization of a camp is a creative activity. The school and the staff are likely to get some opportunity to learn how to organize a camp. So I shall discuss with the teachers to make it possible as good as they can.

3) One of the assistant teachers has suggested a new way of scheduling the work – load of teachers through a committee of teachers.

a. If the teachers come forward to manage their own work through a joint co-operative system, I shall join them in the enterprise and shall welcome such an initiative as it provides sharing of experience and ideas.

b. I consider, it will make things difficult for me to maintain discipline amongst the teachers. After all scheduling the work-load is headmaster’s duty and I do not want others to do it for me. I cannot accept such a proposal.

c. If the teachers want to decide what should be done let them decide. I shall approve the plan.

4) The governing body of the school is of the opinion that you as a headmaster did not use sufficient tact in handling students strike, and consequently the school was put to considerable loss and damage. They have asked you to send your explanation if any.

a. I will explain that in meeting the situation I have been continuously in touch with my colleagues for adopting a suitable course of action. And I think it was the best under the circumstances of which I assume the full responsibility.

b. I considered it was fulfilling to meet the agitated students; they were in a violent mood. Nothing better was possible in the situation.

c. With all the power that I have as a Headmaster I tried to suppress the students, but apparently the students were out of control of course I feel that severe punishment should have been given.

5) You receive a request from some brilliant students of the final year class that they want some extra coaching for the coming public examination in order to secure higher ranks.

a. It is difficult to arrange such classes, as I cannot impose additional burden on the teachers under the existing rules, so let the students make their own arrangements.

b. I shall encourage the students for this initiative, but tell them I like to discuss the matter with the other teachers and possibly the teachers’ committee may find a way.

c. Since, rank holders are a matter of prestige to the school I shall send a circular to the teachers’ assigning some of them for the extra coaching class.
6) A very influential member of the school management asks you to admit his below normal child in your school. His admission is to affect the discipline of the class and so the class teacher has advised you against this admission. You know the admission would help the school in getting more grants.
   a. I think it would be in the interest of the school to admit the child; one below normal child in the class will not affect the class materially. But the grants will surely be helpful for the school and could even be used to improve many such children.
   b. I shall circulate the letter among other teachers for their opinion and shall ask the assistant Headmaster to decide in the matter.
   c. I shall ask a special teacher to study the child carefully, on the merit of report the class teacher and I shall jointly take the decision if the child should be admitted or not.

7) You get a letter from a parent that his son was beaten up by bigger and stronger class mate for refusing to do the homework for him. On inquires you find that the complaint was valid.
   a. Quarrels among the students are numerous and so after that a single headmaster of such a big institution cannot afford to waste time in investigating them. However I shall try to speak to the miscreant and inform the father accordingly.
   b. I shall mete out severe punishment to the bigger boy and warn him that in case he misbehaves again, he would be rusticated.
   c. I shall discuss the incident with the class as a whole and also discuss with the teacher for findings ways such that the two boys are able to do their home work themselves.

8) You receive an application from your assistant teacher requesting you to relieve him of his job as he has secured a better one elsewhere. You did not know that the teacher had applied elsewhere. Rules require that application for any job should be sent through you. If the teacher is relieved now, teaching would greatly suffer.
   a. I shall call for the explanation of the teacher and tell him that he cannot be relieved, as he did not apply through proper channel. I do not want the school work to suffer and shall warn him, that in future applications should be sent through the Headmaster.
   b. The teacher is to be relieved as it is a better job. I cannot ask him to continue when he is not willing. I shall explore what alternative arrangement could be made to relive him.
   c. The teacher should see the secretary of the management committee and get his clearance personally I do not have any objection, after all no one is indispensable.
9) You have received a note from the students’ union of your school (obliviously under outside inspiration) that they would go on strike if the evaluation of the examination papers is not made more leniently.
   a. I shall sit with the students to discuss with them about the suitable action regarding evaluation. To me strike is not the problem; problem is their dissatisfaction about evaluation.
   b. I shall inform the students’ union that if they go on strike or cause any disturbance severe disciplinary action will be taken against them.
   c. I shall send the note to the governing body of the school and the parent teachers association as, I consider the decision of what is to be done in such situation is up to them.

10) The governing body of the school considers that some weak students need extra coaching in some subjects beyond the school hours and you should make arrangements for it. You apprehend some resistance to this idea from some teachers.
   a. I shall also share the extra work with my teachers, shall find out if they can volunteer to do the work by rotation. I shall also try to impress them that, the teachers credit lies in pulling a backward student up and here is an opportunity for them.
   b. Teachers are full time employees of the school and it is a part of their duty to teach the subject well. If affects the school performance. They should attend to these backward children.
   c. Shall forward the letter to the assistant headmaster to make suitable arrangements for these children. If there is something that I can do I shall do so.
LEADERSHIP STYLES OF HEADMASTER

Dear Headmaster,

I have taken up the above topic for my Ph.D dissertation work. I request you to kindly cooperate with me by answering the following questions. Your responses will be kept in confidential and will be used only for research study.

Thanking you,

Yours sincerely,
S. Santhi

Name :
Age :
Qualification : UG / PG / M.Phil / Ph.D
Caste : OC / BC / MBC / SC / ST
Locality : Rural / Urban
Marital Status : Married / Unmarried.
Type of the School : Govt. / Govt. Aided / Matric / Corp / Municipal
Teaching experience :
Locality :

1. c's gssay MzL njht kwWk gj'a kHZth nrHfIf eILbWk rkajjy 1 thuk gZgLIlIway fyeJ bfhsSk NHy VwgLlly ePth
m. gss; ehthfjJlK jff VwghLfiS braakgo nTZof bfhZL gZgLIlIway fyeJ bfhsntd.
M. gss; MrHhahfs jwd kffthfs/ cjt jiyik MrHhah cjtAlD gZfis MrHhahfSfF gfHejSiJ tiL gZgLIlIway fyeJ bfhsntd.
., gZgLIlIw fhyk FiWtHf , Uejhy cjt jiyik MrHhah rkhsjJ tLtthh. Mdhy 1 thuk vdghjYk njht kwWk gj'a kHZth nrHfIf neuljy jiyik MrHhah ,Uff nTZoa NHy'y ehD (workshop) fyeJ bfhsS khlnlD.

2. nfhil tLKiway c's gssay khtll msty kHZthfSfFhd xU Kfhk (Camp) eILbgW VwghL braakhkW bgJ eWtd MiZahIk'UeJ fojk tejss NHetiyay ePth (gss; MrHhahfSfF eLjj tUggk ,yiY)
M. Mr̡ahfs Kfhk̡d gzi̡a braa Kdtu̡hj NHẹiyay ji̡iyk Mr̡ah Vj̡k braa ayhJ. Mifahy ehtHF MizahsUfF Kfhk̡d eljj ayhJ vd fojk vGj̡aUngd.

Mffjj̡w̡d (Creativity) moggilahF bh̡zI Kfhk̡d eljj̡t̡J gss̡Fk/ Mr̡ahfsFfFk xU eyy thagg vdnt Mr̡ahfsIk fyeJ ngr̢ vtthwhaYk Camp eljj̡l Kawr̢ngd.

3. Mr̡ahfsd g̡zi̡ Sit (Workload) g̡hjj̡sFk g̡j̡a cjj̡i Mr̡ah FG̡fs y̡k̡hf cj̡t; Mr̡ah j̡̢fsIk vLj̡Ji̡ufFkng̡hJ

M. Mr̡ahfs x̡wWikahF xU ntiyia braa Kdtej̢hy/ tumt̢w̢ ehDk m̡thsfIId nrhej̢ g̡j̡a Ki̡w̢a g̢d̢gw̢Wnt̢d.

M. Mr̡ahhsFfF ntiyia (Workload) ghhej̢sggJ ji̡iyk Mr̡ahd ntiyahFk. j̢y kwwthfs ji̡yalti̡j t̢Ukgk̡hI̡ld. j̢dhy Mr̡ahfsIk xG̡fsIId Vgw̢ thaggssJ.

vdD̢ila b̢ghWgg̢y U̢Fk nghJ Mr̡ah FG Kot bratJ eyyjj̢y. Mr̡ahfs vi̡j braantzLnhk mj̢w̢ vd̡D̢ila KG x̢Jji̡Hg̢ig ms̢ngnd.

4. khzt̢t̢f̢sd nghuhII fhyyj̢y mj̢fk bg̢hUlnr̢jk eF̢eji̡y ay gss̢ nkyhz̢k j̢iyk Mr̢ahu̢d c̢fsIk t̢sFk nF̢lhy.

M. rNHẹiyay gss̢ ji̡iyk Mr̡ahFfFj̢hhd KG bg̢hWgg. jw̢F tsFk m̢sFk eF̢iyay rf Mr̡ahsF̢ld fyeJ ngr̢ Kot braa ntZLk.

M. khzt̢t̢fs td̢Ki̡w nghuhII NHẹiyay ,Uggjhy vddhy v̢Jtk braa KoahJ. vd̢Dk ji̡iyk Mr̢ahuF̢a ehd khzt̢t̢fsd njiti̡a ei̡i̡wnt̢w̢ ntZLk.
mj:fhujjy Uffk jiyik Mrhjahfis id nghuillij ji mlf ngtLk myyJ ntW jzld ms;ff ngtLk.

5. gss; WjiahzL goFk ry nwej khzthfs tUf;jw bgJ njhty mj;j kijgbgz bgw nwgg tFggs eljijgl ngtLk vd c'fs;lk ngtLfdwdh mjwF jh'fs

m. nwgg tFggs eljJtJ fok nkYk mj Mrhjahfsid ntiy gSit mj:jhfFk vdgjhyK khzthfis mthfsfrnt jFej Vwghliil braakgo brantd.


,, khzthfs mj;j kijgbgz bgWtJ gss;F bgUii k vdgjhy MrhjahfSfF nwgg tFggs eljJkgo Rwwhfif mDgngtd.

6. gss; ehtthffjd KfFa guKffid FHeij (below normal) ruhrhff Fiwtld tshrmailaj. mfFHeijia gss;ay nrhhFkgo TWfwhh. Mdyf mfFHeijad tut tFgg xG'if bfLffk vdgjhy tFgghrhjah mj;jd vjhffwhh. nkYk mfFHeijad nrhhff gss;F eyy ejia th'faUffk NHyHy jh'fs.

m. ,ffHeijad nrhhff gss;ia bgUksty ghjffhJ vdgjhyK mthfs ms;ffk ej; gss; nkyhZikad tshrmff cfejJ vdgjhyK mfFHeijia gss;ay nrhjJf bhfsntd.

M. ,nrhhfffg gwwa Rwwhfifiia gss; MrhjahfSfF mDgg; mthfs fuji:jak Jiz jiyyikahrhjahd Koitak fyeJ Kot brantd

,, mfFHeijad tshrr; ejyia jwd kFej Mrhjahhd cjtnahL mwar braJ gss;ay nrhggijj gwwa Koit vLgngd.

7. ck gss;ay goFk khztd xUtid cld gaYk kwbwU bgia khztd mtDJ tILgghljij vGj kwjjjhymojJ tlljhf mtDJ bgwnwhh ckff fojk vGjasshh. eP'fs
trhhjjjy, ttrak elejJ czik vd mwak ntiay jh*fs ... 

m. khzthsfsilna rzilfs vdgJ rhjhuG t\ak jiyy k Mrhhah ,J nghdw t\ajjy jiyya\LL neujij tPzhff KoahJ, UnejhYk jtw brajtd\l k, ijj gww, trhhjJ mej bgwnwhUff tsffk msff ntzLk.

M. jtw braj khzTDff flk jzlidia tjjjJ, d; , Jnghdw brayy <Lglly gssiy, Unej jwhfy; fkhf ePfk braaggLtha vd vrrhngnd. 

, ej gfhiu rf khzthsfs kwWK tFgg MrhiahfSld fyeJ MnyhrjJ ,U khzthfisak mIHjJ t\ILgghIk braa itngnd.

8. gssiy gziawWk Xh cjJ; Mrhia ntbwhU eyy ntiyF brytjwF j*f\s d, xggjy, yhyky, t\=zzgjJ csshh. nkYk mth gziayUeJ tLtffgllhhy fwgjjy bgUksty ghj\ffgLk, ej NHeiyay

m. rkgejjgll Mrhiaiu miHjJ jFej tsffk jUkhWk nkYk j*fis mDgg\dhy gssiy fwgjjy ghj\ffK. , d\=inky vd -ykhf jhd vej xU t\=zzggKk mDgg ntzLk vd vrrhngnd.

M. eyy gzi fIlfFbkdwhy mtthrhiaiu tLtff ntzLk t\Uggk, yhyj mtiu gziay bjhlu braa Tw KoahJ. mtiu mDggtJ gww, khWv thj VjhtJ czlh vd fzlWntd.

, mfFwggll Mrhiaiu gss jiyik brayhsh FGIt jdggll Kiwa\y rejjJ gzi\a tLL brytjwF vej jilak, yiy vdgi j e%gJ fhll ntzLk vd TWntd.

9. c*fs gssiy khzth r*fjyj -yk gss; khzthsfs njht tiljjhs jUJtjy kFej jshrnald (liberal) braafnhhak jtwdhy, miji vjhi jj nghuhljjjy <Lgl nghtjhf Xh mwffif msffdwdh. , ej NHyiy 

m. vdff nghuhlIk vdgJ gurridayy. Mdhy khzthsSfF kjiggPoy jiUggj\=ayjijiF wjJjhd

M. khzthfs nghuljljy <Lglhly mthfs kPJ jFej xG^F eltofif vLffnghtjhf khzth r^fjFjF mwPlgngd.

, ,oj t\ajlj gss; ehthf FGtFWFg bgwnwhh Mr\jah fHfjwFk tsff; mthfsd Koit VwWf bfhstd.

10. goggy (ry ghlsy) gdj'fa khzthSsF gss; neujjwF gwF (kh\y 5 kzfF nky) r\wggg gawn; msff n\z:Lk vdW gss; fty; FGtlnkUeJ mwftif tUfdw e\iyay kwWk ry Mr\jahfs \wF kWgg bjh\tjhy jh'fs ,rNHeiyay

m. gss; Mr\jahfSld ehDk nrheJ ,gZ\ia RHwn; Kiway eljjtk goggy gdj'fa khzthfis KdndwWtnj xU Mr\jahd flk MFk vd Tw; mthfis CfFtngnd.

M. Mr\jahfs gss;d KGneuggZz\hshfs mthfis j'fs ghljij r\wggghf elwj ntzoaJ mthfs; d flikahFk. Vdnt gld j'fa khzthfis ftdggj mthfs gZ\ahFk.

, ,ffojjij cjt; jiyik Mr\jah\k bfhLJ mFHeijfSf jFej VwghLfis braakgo TWntd. ,jy VjhtJ khwwk njitggllhy ehd jiy\lL Kot branstd.
RATING SCALE TO ASSESS THE TEACHING EFFECTIVENESS FROM STUDENT’S SCALE

Dear Students,

I have taken up the above topic for my Ph.D dissertation work. I request you to kindly cooperate with me by answering the following questions. Your responses will be kept in confidential and will be used only for research study.

Thanking you,

Yours sincerely,
S. Santhi

1. Name :
2. School : Govt. / Govt. Aided / Matric / Corp / Municipal
3. Location : Rural / Urban
4. Subject / Group : Arts / Science / Vocational / Commerce
5. Gender : Male / Female
6. Medium : English / Tamil
7. Age :
9. Religion : Hindu / Muslim / Christian

5 – Strongly Agree; 4 – Agree; 3 – Undecided; 2 – Disagree; 1 – Strongly Disagree

<table>
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<tr>
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<tr>
<td>1.</td>
<td>Moral integrity</td>
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<td>2.</td>
<td>Encouraging students consistently in their studies</td>
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<td>3.</td>
<td>Being cheerful in the class</td>
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<td>4.</td>
<td>Duty consciousness of the teacher is good</td>
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<td>5.</td>
<td>Being kind and courteous to students</td>
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<td>6.</td>
<td>Being interested in the progress of students</td>
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<td>7.</td>
<td>Punctuality</td>
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<td>8.</td>
<td>Willingness to help students even out of class</td>
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<td>9.</td>
<td>Respect for student opinion</td>
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<td>10.</td>
<td>Appreciating students as and when deserving</td>
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<td>11.</td>
<td>Being patient in understanding the thoughts and difficulties of students</td>
<td></td>
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<td>12.</td>
<td>Impartiality</td>
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<td>Teaching and Learning Process</td>
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<tr>
<td>1.</td>
<td>Giving clear explanations</td>
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<td>2.</td>
<td>Providing to clear ideas for the students</td>
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<td>3.</td>
<td>Capability to clear doubts of students</td>
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<td>4.</td>
<td>Concern for each student to understand what is being taught</td>
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<td>5.</td>
<td>Encouraging students to ask questions</td>
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<td>6.</td>
<td>Coming well prepared for the class</td>
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<td>7.</td>
<td>Gearing teaching to the level of students</td>
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<td>8.</td>
<td>Holding the attention of students throughout the class</td>
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<td>9.</td>
<td>Subject Knowledge is good</td>
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<td>10.</td>
<td>Making learning interesting to students</td>
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<td>11.</td>
<td>Giving useful explanations while returning answer papers and assignments</td>
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<td>12.</td>
<td>Encouraging discussion in the class</td>
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<td>13.</td>
<td>Not misunderstanding students when they argue on matters relating to study</td>
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</table>
PERCEPTION OF CLASSROOM CLIMATE OF THE TEACHERS QUESTIONNAIRE

Dear Students,

I have taken up the above topic for my Ph.D dissertation work. I request you to kindly cooperate with me by answering the following questions. Your responses will be kept in confidential and will be used only for research study.

Thanking you,

Yours sincerely,

S. Santhi

1. Name of the teacher :
2. Age :
3. Gender : Male / Female
4. Qualification :
5. Subject :
6. Marital Status : Married / Unmarried
8. Type of School : Govt. / Govt. Aided / Matric / Corp / Municipal
9. Teaching Experience :
10. Medium of Instruction : Tamil / English

<table>
<thead>
<tr>
<th>S. No</th>
<th>Statements</th>
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<tbody>
<tr>
<td>1.</td>
<td>My colleagues encourage me in my teaching work</td>
<td></td>
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<tr>
<td>2.</td>
<td>I enjoy teaching</td>
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<td>3.</td>
<td>I am not happy to teach low achievers</td>
<td></td>
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<td>S.No</td>
<td>Statements</td>
<td>Yes</td>
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<td>4.</td>
<td>I lose my temper with students for their wrong answers  (\text{I am afraid of students who ask difficult questions} )  (\text{I feel that the students are generally good} )  (\text{I feel that classroom will not be useful in one’s life} )  (\text{I am proud of my profession} )  (\text{I feel that first generation learners can have only limited understanding} )  (\text{I feel that my teaching helps the students to get pass in the exams} )  (\text{I enjoy the jokes of my students} )  (\text{I can make my student understand the lesson} )  (\text{Students clear their doubts without hesitation} )  (\text{I encourage the students} )  (\text{There is adequate infrastructure facilities in the classroom.} )  (\text{I use appropriate techniques in teaching} )  (\text{I am very particular in maintaining silence in the classroom} )  (\text{I make the students to aware of current affairs} )  (\text{I make more opportunities for the students to participate actively in the classroom activities} )</td>
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<td>S.No</td>
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<td>20.</td>
<td>I create interest among the students in learning</td>
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<td>21.</td>
<td>I discuss the problem of an individual student amidst other students in the classroom</td>
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<td>22.</td>
<td>I praise children when they do something which is desirable</td>
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<td>23.</td>
<td>I supervise self study and work session of the students</td>
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<td>24.</td>
<td>While writing on the black I ensure that the students are attentive</td>
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<td>25.</td>
<td>I allow the students to interact with me during teaching sessions</td>
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